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AUTHOR Litwin, James L.
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ABSTRACT

The Modular Achievement Program (MAP) at Bowling Green State University was designed to offer students an alternative experience for the freshman year. The experience would include small classes, a student-oriented staff, career workshops and an innovative curriculum. This document describes and reports the findings of a survey of student experiences emphasizing five areas: class-related, involvement, sources of difficulty and help, alienation, and student perceptions of change. The MAP sample consisted of 120 students representing 65 percent of the MAP population. Two non-MAP populations totaling 150 students were also included in the survey. Results indicated that students in MAP did have an experience in the expected direction given the goals and emphasis in the MAP project. MAP students reported that the classes they experienced stimulated discussion, exploration, and continued learning outside of the classroom scene. The quality and amount of help MAP students felt they received from faculty and residence hall people and counselors was greater than other groups received. Additional findings and student comments are included. Related documents concerning components of the MAP program include HE 005 102, 005 083, 005 082, 005 081, 005 080, 005 101, 005 077, and 005 079. (MJM)

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Modular Achievement Program/Bowling Green State University

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A Survey of Student Experiences

Spring, 1973

James L. Litwin
Modular Achievement Program
October, 1973

The Modular Achievement Program was created, in part, to offer students an "alternative experience" for the freshman year. This experience would include small classes, a student-oriented staff, career workshops, a curriculum built around critical thinking, the investigation of values, problem-solving, etc. It was therefore reasonable that MAP should explore some of these claims and see if it actually did offer its students this type of experience. For that purpose, the Survey of Student Experiences was designed.

Early in the spring quarter, the MAP staff began to design a questionnaire which would be comprehensive in its efforts to report on the type of experiences that students in MAP did receive. It was to be administered at the end of the academic year at a time when there was an opportunity to administer the questionnaire to other undergraduates at Bowling Green both at the freshman and sophomore level who could be used as comparison groups.

It was assumed that one area of student experience centered around faculty, other students, and administrators, namely, people. What were the relationships that students had with these people and how did they view them? Another area that came into question were the sources of difficulty for students and the quality of the help that was available to them during the year. A third area suggested that we look at what types of activities students were involved in. What did they do while at Bowling Green? A fourth area was developed in order to ask students if they perceived changes occurring in themselves during the year. Had their personal philosophy undergone change? Had their critical thinking skills increased or decreased?

It was also decided that a number of items from a previous questionnaire

used at the university would be included in the survey.* The eighteen items drawn from this questionnaire dealt with the concept of alienation (feelings of powerlessness, normlessness, meaninglessness, and social isolation) especially as students related to the university as a social organization.

The survey questionnaire when finalized entailed five sections which cut across the above areas: (1) Class-related Items; (2) Involvement; (3) Sources of Difficulty and Help; (4) Alienation; and (5) Student Perceptions of Change. The questionnaire also included room for open-ended comments in which students could convey ideas and opinions that had not been asked for in other parts of the questionnaire. A copy of the entire questionnaire is included as an appendix to this report.

Subjects

The MAP sample consisted of 120 students. These students represented 65% of the 185 students in the MAP population.

Two non-MAP populations were also included in the survey. One group of 60 end-of-the-year freshmen and a group of 90 end-of-the-year sophomores. A total of 150 freshmen and 150 sophomores were asked to participate in the survey. The students who did participate represented turnouts of 40% and 60% respectively. The groups were randomly drawn from the entire freshman and sophomore population and were stratified by college in order to match the college affiliation of MAP students (Arts & Sciences = 50%, Education = 30%, Business Administration = 20%).

A further description of the population is included in Tables 1, 2, and 3. This description indicates that the MAP population had equal numbers

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* This questionnaire was used in the Bowling Green State University Cluster Study conducted in 1968-70 by Ken Rothrock, Art Neal, and Eldon Snyder of the B.G.S.U. Sociology Department.

TABLE 1: MALE/FEMALE DISTRIBUTION

	MAP	NON-MAP	
		Freshmen	Sophomores
MALES	59 (49%)	19 (32%)	29 (32%)
FEMALES	59 (49)	41 (68)	61 (68)
No Response	2 (2)	0	0

TABLE 2: COLLEGE AFFILIATION

	MAP	NON-MAP	
		Freshmen	Sophomores
Arts & Sciences	63 (53%)	25 (42%)	42 (47%)
Business Administration	17 (14)	15 (25)	15 (17)
Education	36 (30)	20 (33)	31 (34)
School of Art	4 (3)	0	0

TABLE 3: RESIDENCE

	MAP	NON-MAP	
		Freshmen	Sophomores
Residence Hall	109 (91%)	54 (90%)	16 (84%)
Sorority/Fraternity	2 (2)	4 (7)	4 (4)
Off-Campus	9 (8)	2 (3)	9 (10)

of men and women while the non-MAP population had nearly two women for every male in the survey. Students from the College of Arts & Sciences dominated each of the three groups and the great majority of the students lived in the residence halls.

Procedure

Students in MAP took the questionnaire in several evening sessions. Some MAP students who were not reached in the evening sessions were reached through individual resident advisors in the dormitory or stopped in at the office to complete the questionnaire.

The questionnaire was administered to all students in non-MAP groups after the administration of the Undergraduate Record Examinations. These exams had been given to students in order to determine local norms for comparative purposes. The students in the non-MAP groups received a five dollar incentive for their participation in the entire project.

The survey questionnaire was administered to all three groups during the last two weeks of the Spring Quarter, 1973.

Class-related Items

Throughout the year MAP has emphasized the nature of its curricular changes. While other reports (e.g. The Little College Report) have focused on objective evaluations of the achievement of students in classes, the Survey of Student Experiences concentrated on surveying student's attitudes toward those classes. (It should be pointed out that the majority of MAP students did not take MAP courses only and many of those who did take all of the MAP courses also took an occasional class outside of MAP offerings. However, students in MAP were asked to concentrate on the classes they did take in MAP). The mean scores on the 11 class-related items are reported in Table 4. T-tests were used to investigate significant differences between the means.

Students in MAP found courses not only more interesting, exciting and stimulating but also found that these courses generated long discussions with friends and reading beyond the class requirements. Students in MAP were not as likely to say that they found courses "rough going" academically as were students in the other two groups, but they did find the courses as challenging as the other two groups did. Non-MAP freshmen were more likely to suggest that the work they found in different courses was often unrelated than students in MAP or sophomores.

Some other differences were found. The MAP classes seemed to live up to the expectations of students more so than other groups experienced; a significant difference was found when students were asked if they found the classes to be as enjoyable as they had expected them to be. Another noticeable difference was in the amount of disagreement that the instructors seemed to encourage within those classes. MAP students felt that they were encouraged

TABLE 4: Mean Scores on Class-Related Items

	MAP	Non-MAP Freshmen	Non-MAP Sophomores
1. I found the course interesting.	3.18	2.96*	2.92*
2. I found the courses not only interesting but very exciting and stimulating.	2.59	2.28*	2.23*
3. I found the courses dull.	1.86	2.01	2.22*
4. I had long discussions with friends about ideas that the courses stimulated.	2.73	2.18*	2.31*
5. I was stimulated to do reading or other work beyond the course requirements.	2.29	1.73*	1.81*
6. I found the courses rough going academically.	2.10	2.50*	2.60*
7. I found the courses challenging me to produce to the limits of my intellectual and creative capacities.	2.52	2.63	2.62
8. I found that the work I did in different courses was often unrelated.	2.10	2.50*	2.21
9. I found that what I learned in one class often helped me to understand what I was doing in another class.	2.81	2.65	2.83
10. I found my studies in college to be as enjoyable as I had expected.	2.88	2.45*	2.48*
11. I found that I was encouraged to disagree with the instructor's opinion if I held another point of view.	2.82	2.51*	2.31*

* p = .05

(4 = Very Often, 1 = Rarely or Never)

to disagree with the instructor's opinion if they held another view, more so than other students.

Involvement

Another cluster of questions asked in the survey inquired about various activities at the university and student participation in them. These questions tended to be more behavioral than others asking students to specifically cite an activity, or an experience that they actually had as opposed to their feeling about that activity or experience.

Students were asked to cite on a five-point scale the degree of participation which they experienced in a number of activities. Although fifteen different activities or experiences were listed, only five of these have been used in the analysis reported in Table 5. The five activities chosen were seen to be more critical to exploring the hypothesis that MAP offered a total living-learning environment. They included class discussions, counseling services, residence hall programs, a meaningful social group, and involvement in bull sessions. The ten remaining items centered around general collegiate activities such as intramural sports, student politics, and religious activities.

MAP students reported they were more involved in class discussions; no student in MAP reported that he had not participated in class discussions and nearly 60% suggested that they were near or at the center of activity in terms of class discussions. MAP students also felt that they were more involved in the counseling services offered by the university. Over half suggested that they had moderate to full participation with the counseling services. MAP students, like sophomores at the university but yet unlike non-MAP freshmen, tended to feel that they were involved with residence hall programs or activities.

TABLE 5: Frequency of Involvement in Five Activities

	Center of Activity		Moderate Participation		No Participation or Experience
	1	2	3	4	5
CLASS DISCUSSIONS					
MAP	27 (23%)	45 (38%)	35 (29%)	13 (11%)	0
Non-MAP Freshmen	10 (17)	12 (20)	22 (37)	15 (25)	1 (2)
Non-MAP Sophomores	9 (10)	19 (21)	38 (42)	16 (18)	7 (8)
COUNSELING SERVICES					
MAP	7 (6%)	16 (13%)	39 (33%)	42 (35%)	16 (14%)
Non-MAP Freshmen	1 (2)	3 (5)	13 (22)	17 (28)	26 (43)
Non-MAP Sophomores	2 (2)	6 (6)	12 (13)	28 (31)	41 (46)
RESIDENCE HALL PROGRAMS OR ACTIVITIES					
MAP	13 (11%)	25 (21%)	40 (33%)	33 (28%)	8 (7%)
Non-MAP Freshmen	1 (2)	21 (35)	18 (30)	9 (15)	11 (18)

	Center of Activity		Moderate Participation		No Participation or Experience
	1	2	3	4	5
Non-MAP Sophomores	[illegible] (11%)	13 (14%)	27 (30%)	20 (22%)	19 (21%)
MEANINGFUL SOCIAL GROUP					
MAP	31 (26%)	33 (28%)	26 (22%)	17 (14%)	12 (10%)
Non-MAP Freshmen	6 (10)	14 (23)	18 (30)	7 (12)	15 (25)
Non-MAP Sophomores	15 (17)	25 (28)	14 (16)	18 (20)	17 (19)
INVOLVEMENT IN "BULL SESSIONS"					
MAP	31 (26%)	34 (28%)	33 (28%)	16 (13%)	6 (5%)
Non-MAP Freshmen	12 (20)	19 (32)	15 (25)	11 (18)	2 (3)
Non-MAP Sophomores	23 (26)	26 (29)	23 (27)	11 (12)	6 (7)

Almost 25% of the non-MAP freshmen felt that they were not involved in a meaningful social group. MAP students generally checked one of the three areas of moderate to high participation in such a group.

All three groups showed a similar pattern for involvement in bull sessions: highly involved.

Sources of Difficulty and Quality of Help

When we examined sources of difficulty (Table 6) for students we found the following: Students in MAP tended to have fewer problems in the area of finance, were more likely to have difficulty with choice of major field or specialty, and had no more difficulty than any other group with family relations during their freshman year. Students in MAP tended to be more like sophomores on the issue of self-identity as a source of difficulty and they were more likely to mention that they had no problem finding time for solitude. It was clear that student relationships tended to create considerably few problems for all students in the survey. Extremely small percentages of students reported relationships with other students as a major source of difficulty.

Housing created few problems for students also. In the area of registration, a perennial nemesis of university life, students in MAP were much less likely to indicate this as a major source of difficulty than other students. Other students cited it as a major problem more frequently. Things seem to get worse than better in this area for students (sophomores indicated more problems than freshmen).

We also asked students what was their impression of the quality of help available from various resource people at the university. Seven categories of help were mentioned. These were faculty, counselors, hall directors,

TABLE 6: Frequency of Sources of Difficulty

	A Major Source of Difficulty	Somewhat Problemmatic	No Problems
1. FINANCES			
MAP	18 (15%)	55 (46%)	47 (40%)
Non-MAP Freshmen	14 (23)	27 (45)	19 (32)
Non-MAP Sophomores	19 (21)	39 (43)	32 (36)
2. MAJOR FIELD OR SPECIALITY			
MAP	36 (30)	38 (32)	46 (38)
Non-MAP Freshmen	15 (25)	18 (30)	27 (45)
Non-MAP Sophomores	15 (17)	33 (37)	42 (47)
3. PARENT/FAMILY RELATIONS			
MAP	5 (4)	24 (20)	91 (76)
Non-MAP Freshmen	2 (3)	11 (18)	47 (78)
Non-MAP Sophomores	5 (6)	23 (26)	62 (69)
4. SELF-IDENTITY (personal meaning)			
MAP	25 (21)	57 (48)	38 (32)
Non-MAP Freshmen	18 (30)	24 (40)	18 (30)
Non-MAP Sophomores	19 (22)	46 (52)	25 (28)

TABLE
(con't)

	A Major Source of Difficulty	Somewhat Problematic	No Problems
5. FINDING TIME FOR SOLITUDE			
MAP	11 (9%)	45 (38%)	64 (53%)
Non-MAP Freshmen	11 (18)	23 (38)	26 (43)
Non-MAP Sophomores	16 (18)	31 (35)	43 (48)
6. STUDENT RELATIONSHIPS			
MAP	2 (2)	40 (33)	78 (65)
Non-MAP Freshmen	2 (2)	22 (37)	36 (60)
Non-MAP Sophomores	3 (3)	30 (33)	57 (63)
7. HOUSING			
MAP	6 (5)	28 (23)	85 (70)
Non-MAP Freshmen	7 (12)	18 (30)	35 (58)
Non-MAP Sophomores	9 (10)	25 (28)	56 (62)
8. REGISTRATION			
MAP	8 (7)	58 (48)	53 (44)
Non-MAP Freshmen	15 (25)	25 (42)	19 (32)
Non-MAP Sophomores	32 (36)	39 (43)	19 (21)

residence advisors, other students, administrators, and academic advisors. Five answers were possible The first category was "Can't Say," which would indicate in general that a student had had no experience with this particular source of help. The other four items were arranged in a continuum from "Negative, No Help" to "Consistently Very Helpful". The results of this section are available in Table 7.

All students regarded other students as the group which was most consistently very helpful to them. Another clear finding related to the counselors. Counselors were seen to be much more helpful among MAP students (43% compared to 8% and 9% in the other groups). Many students in the non-MAP group seemed to not be able to say anything at all about the impression of the quality of help available from counselors. Hall Directors were also outstanding in the impression that they created amongst MAP students as were residence advisors.

The great majority of students saw faculty as either being more often helpful or consistently very helpful, more often in the MAP population than the others. In any case, faculty tended to receive higher marks than academic advisors. The data on academic advisors is somewhat ambiguous as the university has no clear definition of who is and is not an academic advisor. When a student responds to the quality of help from an academic advisor, he may be referring to either an individual faculty member or to an official representative of the Office of the Dean. We might assume that students responded to the function of academic advising rather than an identifiable set of individuals.

A disturbing factor was the number of times students could apparently say nothing about the quality of help that they received from university administrators, and when they did say something it was generally not to be

TABLE 7: Frequency of Quality of Help Available

	Can't Say	Negative No Help	Not Usually Very Helpful	More Often Helpful Than Not	Consistently Very Helpful
FACULTY					
MAP	5 (4%)	1 (1%)	13 (11%)	80 (67%)	21 (18%)
Non-MAP Freshmen	6 (10)	2 (3)	8 (13)	41 (68)	3 (5)
Non-MAP Sophomores	8 (9)	0	21 (23)	53 (59)	8 (9)
COUNSELORS					
MAP	24 (20%)	2 (2%)	9 (8%)	34 (28%)	51 (43%)
Non-MAP Freshmen	20 (33)	4 (7)	11 (18)	20 (33)	5 (8)
Non-MAP Sophomores	37 (41)	9 (10)	19 (21)	16 (18)	8 (9)
HALL DIRECTORS					
MAP	22 (18%)	4 (3%)	9 (7%)	43 (36%)	41 (34%)
Non-MAP Freshmen	17 (28)	4 (7)	9 (15)	19 (32)	10 (17)
Non-MAP Sophomores	23 (26)	7 (8)	18 (20)	35 (39)	7 (8)

	Can't Say	Negative No Help	Not Usually Very Helpful	More Often Helpful Than Not	Consistently Very Helpful
RESIDENCE ADVISORS					
MAP	11 (9%)	4 (3%)	9 (8%)	53 (44%)	42 (35%)
Non-MAP Freshmen	8 (13)	4 (7)	11 (18)	20 (17)	17 (28)
Non-MAP Sophomores	8 (9)	7 (8)	21 (23)	35 (39)	19 (21)
OTHER STUDENTS					
MAP	2 (2%)	0	9 (8%)	59 (50%)	50 (42%)
Non-MAP Freshmen	2 (3)	0	2 (3)	29 (49)	26 (43)
Non-MAP Sophomores	0	0	10 (11)	46 (51)	34 (38)
ADMINISTRATORS					
MAP	57 (48%)	9 (8%)	26 (22%)	23 (20%)	4 (3%)
Non-MAP Freshmen	23 (38)	11 (18)	11 (18)	12 (20)	3 (5)
Non-MAP Sophomores	43 (48)	9 (10)	23 (26)	14 (16)	1 (1)

	Can't Say	Negative No Help	Not Usually Very Helpful	More Often Helpful Than Not	Consistently Very Helpful
ACADEMIC ADVISORS					
MAP	36 (30%)	12 (10%)	22 (18%)	37 (31%)	13 (11%)
Non-MAP Freshmen	14 (23)	8 (13)	9 (15)	25 (42)	4 (7)
Non-MAP Sophomores	17 (19)	18 (20)	21 (23)	27 (30)	7 (8)

read as a very favorable appraisal.

Perceived Change

While other reports have been concerned with documenting change, both affective and cognitive, among students, we wondered if students perceived these changes occuring in themselves. For example, the Watson-Glaser Exam showed that students did make gains in critical thinking and did so in MAP more so than students in a control group. We wondered if these types of findings would be substantiated by students perceptions. Did they actually feel they had experienced gains or losses in their ability to think critically?

In turn, we delineated 12 possible areas for students and asked them if they had experienced some change in themselves since they had been in college. This would give sophomores two years of experience to reflect upon as opposed to the one year which freshman students had. Students could indicate either positive change, no change, or change in a negative direction. A score of five would reflect positive change, a score of 3 no change, and a score of 1 change in a negative direction. The mean scores of each group are reported in Table 8. Differences between means were examined for significance by T-tests.

Overall students as a group did not see themselves to be at a standstill and never perceived change in a negative direction; however, there were few differences to be cited between the groups. When we look at the data we find that MAP students in relation to other freshmen felt they had changed less in areas such as the development of feelings of personal responsibility, academic or educational objectives, and a set of personal values. These differences proved to be significant. MAP students, on the

TABLE 8: Student Perceptions of Change

Area of Change	MAP	Non-MAP Freshmen	Non-MAP Sophomores
1. Development of a world view and personal philosophy of life.	4.10	3.83*	3.92
2. Development of an interest in new fields of learning.	4.33	4.16	4.15*
3. Development of career plans.	3.78	3.93	3.95
4. Development of an identity and sense of self confidence.	3.95	4.00	3.92
5. Development of social skills.	3.84	3.88	3.87
6. Development of a positive attitude towards this university.	3.21	3.18	2.96*
7. Development of skills in working with others.	3.96	4.01	3.87
8. Development of feelings of personal responsibility.	4.01	4.35*	4.21
9. Development of academic or educational objectives.	3.80	4.08*	3.87
10. Development of a set of personal values.	3.80	4.05*	3.82
11. Development of critical thinking skills.	4.08	4.00	3.86*
12. Development of a positive attitude toward learning.	3.75	3.75	3.63*

* p = .05

(5 = Change in a positive direction, 3 = No change, 1 = Change in a negative direction)

other hand, felt that they had developed a world view and personal philosophy of life more so than did other freshmen. This difference also was significant.

Other evidence appeared when comparing MAP students to non-MAP sophomores. MAP students felt they had developed more of an interest in new fields of learning, and had developed a more positive attitude toward the university. MAP students also felt that they had changed more in a positive direction in the area of critical thinking skills and in positive attitudes toward learning than other students had. There were no significant differences between MAP students and other freshmen in these areas.

Alienation

Turning to the alienation items, we again compared MAP students to non-MAP freshmen and non-MAP sophomores (Table 9b). Since students were forced to choose between only two alternative answers, frequency percentages and Chi Square (using Yates correction) are reported. Table 9a. reports the items used in the questionnaire. Four different dimensions of alienation used were: meaninglessness, powerlessness, normlessness, and social isolation. Although findings were not significantly different on many items it would appear that MAP students were less alienated than either freshmen in non-MAP programs or other sophomores at the university. In sixteen of the comparisons, significant differences were found from a possible 36 comparisons (2 groups x 18 items). The great majority of significant findings tended to be in two areas: powerlessness and social isolation.

MAP students tended to feel that they had more of a voice, had more to say about what was happening, more opportunity to be involved, and had more control over their own life at the university. Students in MAP felt in general that people cared -- that someone would actually care if a college student

TABLE 9a: Alienation Items

1. A. Answers to philosophical questions, such as the meaning of life and death, are more certain through my being in an academic environment.
   B. Most of the so-called intellectual discussions on campus are boring.

2. A. There is little meaningful connection between what happens inside the classroom and what happens outside of it.
   B. Most professors make their teaching relevant to my life.

3. A. My ideas about the world in which we live have become clearer as a result of being in a university.
   B. The many different ideas here are just confusing.

4. A. Through its various departments and services, the university furthers important human goals.
   B. The motion of a full, meaningful educational experience is more fiction than fact.

5. A. Students are not consulted by the administration on matters that concern them but are simply told what to do.
   B. The student voice is a powerful one in university decisions.

6. A. The longer I am in college the more I realize how much personal control I can have over the things that happen to me.
   B. While in college, a student has to pretty much submit to what happens and hope for the best.

7. A. The average college student can have a great deal of influence on university events.
   B. This university is run by the few people in power and there's very little the student can do about it.

8. A. In areas on campus where students are directly involved, they are usually given an opportunity to be heard.
   B. Students actually have little to say about the daily decisions that affect their lives.

9. A. In our classes, there are numerous ways for students to have an influence on their professors.
   B. Students are usually not consulted by their professors but are simply told what to do.

10. A. There are a number of effective ways by which a student can make his views heard.
    B. Forces beyond my control shape my life here at the university.

11. A. In their relations with students, instructors are guided by principles of fairness and honesty.
    B. In order to impress students, instructors try to create the impression that they are more than they really are.

12. A. University life is primarily a dog-eat-dog existence.
    B. College students can almost always achieve their goals without infringing on the rights of others.

Table 9a:
(con't)

13. A. What the people who run this university say and do are two different things.
    B. Discussions about "shady dealings" in the power tower are so much useless gossip.

14. A. Most university officials are interested in helping students when they need it.
    B. If you get into trouble here in college there are few people you can turn to for help.

15. A. Sometimes I think a college student could drop dead or out and nobody would know or care.
    B. Satisfying relationships are easy to maintain here at the university.

16. A. Even though my stay at the university is temporary, I feel that I am a part of it.
    B. I sometimes feel that I am all alone in the world, forgotten by everybody important to me.

17. A. Often one gets the idea that the university is more like a factory than an educational institution.
    B. Higher personnel make an effort to relate to each student as a unique human being.

18. A. Professors tend to think of their students as objects occupying chairs.
    B. Most professors are interested in their students as persons.

Items 1-4 = Meaninglessness; Items 5-10 = Powerlessness; Items 11-13 = Normlessness; Items 14-18 = Social Isolation

TABLE 9b: Results of Alienation Items

Item	MAP	Non-MAP Freshmen	Non-MAP Sophomores
	A / B	A / B	A / B
1	80%/16%	65%/35% (6.46)*	61%/37% (10.21)*
2	36/62	43/57 (4.72)*	43/57 (0.66)
3	86/10	80/20 (2.29)	86/14 (0.42)
4	56/38	63/37 (0.70)	57/42 (0.05)
5	64/29	80/20 (1.95)	89/11 (10.5)*
6	72/25	68/32 (0.40)	62/38 (2.82)
7	46/48	32/65 (3.33)	27/72 (8.96)*
8	80/18	62/37 (7.17)*	58/42 (13.5)*
9	68/31	58/40 (1.12)	50/50 (6.67)*
10	78/16	73/25 (1.39)	64/36 (8.38)*
11	71/21	77/23 (0.01)	67/31 (1.62)
12	13/86	20/80 (1.12)	30/69 (8.68)*
13	51/33	43/53 (3.25)	54/44 (0.46)
14	76/21	73/25 (0.19)	68/30 (1.93)

* p = .05

Item	MAP	Non-MAP Freshmen	Non-MAP Sophomores
15	29/64	48/52 (4.17)*	52/48 (8.25)*
16	88/11	65/35 (13.2)*	74/23 (5.14)*
17	53/45	68/32 (1.73)	68/30 (2.78)
18	31/64	52/47 (5.76)*	40/60 (0.93)

* p = .05

would drop dead or out. They felt more of a part of the university that is not forgotten and reported professors more often viewed them as a person and not just as a role player (student).

Discussion

One does not have to look too closely to find that students in MAP did have an experience in the direction that one might have expected given the goals and emphasis of the MAP project.

Students in MAP were more involved in classes, in counseling services, and found themselves to be part of a meaningful social group. These might be associated with small classes, the staff of three counselors in the MAP Office and an exceptional residence hall staff, and the inclusion of MAP students in common classes and quite often in the same residence hall. One would expect that these findings were related to other results that suggested students in MAP were less alienated, felt more a part of the university, and felt that they had a greater choice and more influence in the university.

MAP students in general found that they shared many of the same problems as other students at the university did. They tended to have more difficulty with majors or speciality, however, they had fewer identity problems than other freshmen at the university. One need not assume that a personal identity is equal to a vocational identity.

That students in MAP had fewer problems with registration was not unexpected. Those students who took Humanities Cluster and the Science Cluster, in effect, had classes reserved for them. Likewise, all classes were reserved for MAP freshmen in the fall. This would probably explain the lack of registration as a problem for MAP students.

Students in MAP felt that the quality of help and the amount of help that they received from faculty and residence hall people and counselors was greater than other groups received. Again one might relate this to small classes and the availability of counseling services as an integral part of the program.

The most important findings of the survey may appear in the class-related items. MAP students reported that the classes they experienced stimulated discussion, exploration, and continued learning outside of the classroom scene. They also found them more enjoyable and found that they were not discouraged from voicing disagreements.

An unexpected finding saw freshmen students not in MAP reporting they had developed feelings of personal responsibility, academic or educational objectives, a set of personal values more so than students in MAP did; however, students in MAP reported they had developed a world view and personal philosophy of life. One might be able to suggest that the first is a prerequisite to the latter, that students in MAP had the prior components necessary to developing the more overriding concept of a total philosophy. In any case, it would probably be mistaken to suggest from this data that the college experience in the early years does not appear to consist of some clarification and/or restructuring processes occurring in the way students align their beliefs and value systems.

Student Comments

When we look at the comments which students made in the open-ended section of the questionnaire, there's very little to contradict the obtained data from the more quantitative analysis. However, there are some findings which apparently students were not able to express in other areas of the questionnaire. Upon reading comments from MAP students a list of tentative conclusions might be generated:

1. Gained a sense of unity.
2. Some professors outside of MAP were also good.
3. A very rewarding personal experience.
4. Little concern about grading.
5. Some students felt MAP was different than it had been explained to them.
6. The university created an artificial and unreal world.

Two areas of student concern in MAP surfaced with some regularity: (1) Student comments on the disorganized nature of MAP, (2) time devoted to testing.

Both of these can probably be explained by one common feature -- the lack of time which MAP had for planning and development activities. Many questions about curriculum, the time-shortened option, etc. were not resolved much before the decision was implemented. The length of time students were asked to take tests and complete questionnaires was probably exaggerated in an attempt to be comprehensive, and do everything rather than overlook something that might be of possible use.

While many students felt that the testing was too long and frustrating, many also felt that it was understandable that such testing was needed for

the evaluation of an experimental program and were willing to tolerate it as long as they felt that the results did not constitute a waste of their time.

We found that open-ended comments from students not in MAP also did not contradict the data reported earlier although they had many fewer comments. Students in the non-MAP group generally enjoyed their learning experience, saw registration as being a real source of difficulty, and felt that the administration could be more human. They gave every indication they generally enjoyed Bowling Green, "liked" it, and were "satisfied". If there were any indications of dissatisfaction, they tended to revolve around courses that fulfilled students' general education requirements. Quite often a student would suggest that he or she wanted to "get on with it," to get into courses related to their vocational choice. In the area of personal growth, many felt that they had become more adaptive and more responsible, thus confirming the data found in the questionnaire. Several pointed out that it just helped to have such a place where they could get away from home.

While many students (both MAP and non-MAP) commented that they did enjoy and were satisfied, with their experience at Bowling Green, one also got the distinct impression from the comments that they were active participants in making this a good experience. This suggests that the results from any such survey probably report a combination of the impact that environment made on the student as well as students' predispositions towards that environment and their own degree of action or passivity in that environment.

The comments on the following pages are taken from the open-ended sections of the questionnaires completed by MAP students.

My experience here at BGSU has been rewarding. I feel I've found more out about myself. I feel more mature and responsible. Here I'm treated more like an adult than a child. I'm free to do and say what I feel and my actions are recognized. Most of all, I've gained more confidence in myself, something which I needed more than anything.

The MAP program has been a most enjoyable and rewarding experience. I have made close friends and many meaningful acquaintances that I will forever cherish. We have also been so lucky - the field trips, lectures, plays, parties - that we have been encouraged to attend have been totally worthwhile. I didn't realize college, or any school, for that matter, could be so "personalized." Thank you.

I grew up a lot this past year and being in the MAP program helped me. It provided me with the feeling of belonging to a group.

MAP Program, Liberal Studies, and Experimental Studies are the only things that separate this institution from another large, faceless institution such as a factory. They really make an attempt to personalize the learning experience and make it relevant to later on in life - something I've found lacking in other aspects of the University.

I get along with people better than ever (most all people). I've learned to be myself. I like the school. People are concerned. In all offices I've been sincerely helped. Sincere = MAP.

If I had to do it over, I'd be in MAP again. I found the relationship with professors especially enlightening and satisfying.

I enjoyed college more than I thought I would. I formed much deeper relationships than I expected to form. Because of MAP, I felt a personal bit of closeness to the administration (I really appreciated the counseling help). I'm coming back next year, if that means anything.

Overall, I'm glad I was in MAP! I needed a year to "find myself" or at least start looking at myself, my environment and why I'm at school. It helped me start answering these questions.

I have found the university a little world set aside from the rest of the world. Here we rule, outside the university it is so much more different. It's too bad that it is this way. Reality should be brought into our lives more.

Even though MAP has had many problem areas, (which I won't go into) I've always had the opportunity to express my gripes to at least one of the MAP personnel. This opportunity, I believe, I would have found difficult outside of MAP.

I feel I've gained an insight into what it's like to be completely on your own - responsible for self, etc. I liked it.

I feel the University rips off its students moneywise quite often, but I feel there is something I can do about it because I have. Ripoffs on books and food are my major concerns. Sometimes officials listen, and sometimes not, but they are getting better.

I've discovered I like college life. I also have rejected things I was taught as a little girl - questioning always. A good growing-up experience.

I know what I want to do with my life, and I'm willing to go through the necessary procedures to attain my goals. The university has been a great aid. Thanks. I am indebted to you - BGSU, and MAP.

MAP, I feel, has been a major factor for me in changing my attitudes more positively, I feel, towards education, professors, and the University. Before being in MAP I had a very negative attitude towards education in general and questioned whether or not learning was worthwhile. Because of the counselor, administrators, professors, and friends in MAP and living in Prout, I've changed very much.

I never disliked taking these types of tests, I just hope that they will be helpful in bettering the program and the university.

I hated taking all those tests, especially the OPI. However, if they are of significant value in evaluating and designing the program, I will continue to take them with minimum grumbling.

The counseling services and personal aid extended were great - they should be given to all freshmen in large doses. I really think that I'm more comfortable now in asking for help when I need it because I knew it was there. Now as I really enter the cold, cruel world of BGSU, apart from MAP 1st year activities, I feel more informed on counseling services and general services offered by BGSU, and I'm not hesitant to use them.